

## Accessibility Plan – September 2024/25



The school has prepared and will implement the following accessibility plan to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school
- Increase the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the delivery to disabled students of information readily accessible to students who are not disabled, within a reasonable time and in ways which are determined after taking into account the students' disabilities and any preferences expressed by them or their parents.

The school will keep the Accessibility Plan under continual review and will formally review it every 3 years. Next review due: September 2025

Objective	Action	Lead Person	Monitored By	Cost / Time	Completion Date	Success Criteria
<b>Physical Accessibility</b>						
Ensure all users know that the site is fully wheelchair accessible with help	<ul style="list-style-type: none"> <li><input type="checkbox"/> Safety walk of classrooms / site. Refer to this in newsletter and staff meeting.</li> <li><input type="checkbox"/> Review Forest School access to ensure that it is accessible to all</li> </ul>	Inclusion Team	Safeguarding & Inclusion Committee	N/A	Ongoing when new items arrive or environment is updated	All users aware

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To ensure there is access to disabled parking for all users of the premises	<ul style="list-style-type: none"> <li>☐ Drop off and pick up point allocated in the car park.</li> <li>☐ All users aware.</li> </ul>	LBU	Governing Body	Review the law around disabled parking entitlement.	Ongoing to ensure the signs remain clear	Disabled parking access available which is law compliant.
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<b>Access to Information</b>						
To ensure all staff are aware of the law around disability discrimination and our duty	<ul style="list-style-type: none"> <li>☐ Raise awareness through staff meetings, policy sharing, TA meetings.</li> <li>☐ Staff complete regular Equality and Diversity training</li> </ul>	LBU / GSe	Safeguarding and Inclusion Committee	Staff meeting / TA meeting time / available training	Ongoing	Disability discrimination duty followed.

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<p>To ensure that all parents and pupils are supported to access information according to need.</p>	<ul style="list-style-type: none"> <li>□ Provide support to families who cannot read via the Family Support Worker and Office Staff</li> <li>□ Seek translators for families for whom English is an additional language as required.</li> <li>□ Ensure that newsletters and other written information is provided in the first language of parents if necessary.</li> </ul>	<p>LBU</p>	<p>Safeguarding and Inclusion Committee</p>	<p>Staff Time</p>	<p>Ongoing</p>	<p>Parents and pupils report via stakeholder surveys that they receive information in an accessible format</p>
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Objective	Action	Lead Person	Monitored By	Cost / Time	Completion Date	Success Criteria
<b>Access to the Curriculum</b>						
To ensure all children are aware of disability discrimination and our responsibilities	<ul style="list-style-type: none"> <li><input type="checkbox"/> Raise awareness for all through Jigsaw / PSHE, display, assembly, P4C</li> <li><input type="checkbox"/> Attendance at Trust PSHE Curriculum Lead meetings.</li> </ul>	All staff	PSHE Lead	PSHE lessons, assembly, staff meetings, TA meetings.	Ongoing	Disability discrimination duty followed.
To ensure all children are able to access the curriculum	<ul style="list-style-type: none"> <li><input type="checkbox"/> Training to develop staff understanding of how to meet individual needs of pupils.</li> <li><input type="checkbox"/> Purchase of and access to additional resources e.g. coloured overlays; individual workstations; orthopedic cushions</li> </ul>	Inclusion Team	Safeguarding and Inclusion Committee	Time for staff training  Purchase of resources	Ongoing	Pupils make progress from their starting points both within lessons and across a series of lessons.
Ensure that Behaviour Expectations and Policy can be followed by all pupils.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure that the Behaviour Policy accommodates personalised approaches for those pupils that need it and this is communicated with pupils in an appropriate way</li> </ul>	Inclusion Team	Safeguarding and Inclusion Committee	Time for the Inclusion Team to investigate personalised approaches	Ongoing	Individual Behaviour Plans in place for pupils that require them.

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<p>Ensure that there is access to appropriate training for medical conditions to allow full inclusion for all pupils e.g. epi-pen; diabetes; epilepsy training</p>	<ul style="list-style-type: none"> <li>☐ Training provided by school nurse (or relevant medical professionals) in a timely manner in order to ensure that pupil's attendance is not affected.</li> <li>☐ Use of online training where appropriate.</li> </ul>	<p>Family Support Worker</p>	<p>Safeguarding and Inclusion Committee</p>	<p>Time for staff training</p>	<p>Annually</p>	<p>Individual Healthcare Plans are implemented including protocols for the administration of medication</p>
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